DOCUMENT RESUME

ED 475 019 FL 027 634

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TITLE	Task-Based Language Instruction: An Effective Means of Achieving Integration of Skills and Meaningful Language Use.
PUB DATE	2002-03-00
NOTE	48p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	*Communication Skills; *English (Second Language); Foreign Countries; *Integrated Activities; *Language Usage; Second Language Instruction; Secondary Education; *Task Analysis; *Teaching Methods
IDENTIFIERS	*Japan

ABSTRACT

This paper describes task based language instruction (TBLI) in Japanese secondary education, focusing on: (1) "English Education in Japanese Senior High Schools: The Status Quo and the Future" (e.g., teacher centered instruction, teaching four communication skills separately without a real communicative purpose, and the approach of Japan's new course of study, which seeks more communication and more integration of four communication skills); (2) "Theoretical Basis for Using Integrated Communicative Approaches in Second Language Teaching" (characteristics of first language use and application of first language characteristics in second or foreign language learning); (3) "Task-Based Language Instruction: A Way to Achieve Our Goals" (TBLI and how it fulfills national requirements and implementing a TBLI approach); and (4) "Implementing TBLI in Japan" (practical suggestions for designing and implementing task-based teaching and samples of task-based teaching plans for use in Japan). Five appendixes present teaching materials. (Contains 27 references.) (SM)

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Contents

Introduction 1

I. English education in Japanese senior high schools: The status quo and the future 2

A. The status quo: Teacher-centered instruction 2

B. The status quo: Teaching of the four skills separately without a real communicative purpose 2

C. Reasons for the status quo 3

D. The approach the new Course of Study requires 3

II. Theoretical basis for using integrated communicative approaches in second language teaching 5

A. The characteristics of first language use 5

1. First language: Linked skills 5

2. First language: Used for real purpose and meaning 6

B. The application of the first language characteristics in second or foreign language learning 6

1. Second language teaching: Link the skills 7

2. Second language teaching: Focus on real purposes and meaning 7

III. Task-based language instruction: A way to achieve our goals 9

A. TBLI and how it fulfills the two requirements 9

1. What TBLI is 9

2. How TBLI fulfills the two requirements for effective second language teaching 10

B. Implementing a TBLI approach 11

1. What is a "task"? 11

2. Variety of tasks 12

a. D. Nunan's analysis of tasks in TBLI 12

b. D. Brown's analysis of tasks in TBLI 13

c. J. Willis's analysis of tasks in TBLI 14

d. Closed and open tasks 14

3. Stages in implementing TBLI 15

a. Pre-task stage 15
b. Task cycle stage 15
c. Post-task stage 16
IV. Implementing TBLI in Japan 17
A. Practical suggestions for designing, and implementing task-based teaching 17
1. Practical suggestions for the pre-task stage in general 17
2. Practical suggestions for the task cycle stage in general 17
3. Practical suggestions for the post-task stage in general 18
B. Samples of task-based teaching plans for use in Japan 19
1. Sample teaching plan 1, with task focusing on speaking 19
2. Sample teaching plan 2, with task focusing on writing 21
3. Sample teaching plan 3, with task focusing on reading 23
4. Sample teaching plan 4, with task focusing on listening 25
Conclusion 28
Appendix 1 Sample of a game to teach grammatical structures 29
Appendix 2-1 Textbook passage for the task in Teaching Plan 1 30
Appendix 2-2 Score sheets to check language for Teaching Plan 1 31
Appendix 2-3 Chart for listening for Teaching Plan 1 32
Appendix 2-4 Useful expressions for discussion for Teaching Plan 1 33
Appendix 3-1 Peer evaluation sheet in oral rehearsal for Teaching Plan 2 33
Appendix 3-2 Peer evaluation sheet in exchanging students' work for Teaching Plan 2 34
Appendix 3-3 Rubric for writing assessment for Teaching Plan 2 35
Appendix 3-4 #1 Checklists for the final draft for Teaching Plan 2 36
Appendix 3-4 #2 Checklist for recheck and error correction code for Teaching Plan 2 37
Appendix 4-1 Handout for scanning for Teaching Plan 3 38
Appendix 4-2 Textbook and scanning task for Teaching Plan 3 39
Appendix 4-3 Graphic organizer for reading for Teaching Plan 3 40
Appendix 4-4 Article for task2 for Teaching Plan 3 41
Appendix 4-5 Sheet for making a list of adjectives for Teaching Plan 3 41
Appendix 5 Handout for Teaching Plan 4 42
References 43

Task-Based Language Instruction: An Effective Means of Achieving Integration of Skills and Meaningful Language Use

Introduction

When people learn and use language, there is always real communication of meaning. Moreover, people commonly use all four skills — listening, speaking, reading, and writing; these are linked and interact with each other. When you discuss something, you have to listen to interlocutors talking. You have to use two skills at least, which are listening and speaking. When you write a research paper, you take in meaning from others through reading or listening. Then you communicate your meaning through writing. Thus, communication of real meaning and the interactive use of all four skills are inherent in the real use of language.

The new Course of Study (1999) put out by the Ministry of Education, Culture, Sports, Science and Technology of Japan (MEXT), which is to be implemented by 2003 in the senior high schools in Japan, evidently recognizes these two characteristics of language use. That is, it is seeking more communication and more integration of the four skills in Japanese EFL classes. However, there seem to be three obstacles to overcome in order to implement the requirements of the new Course of Study. First, the instruction in most English I and English II classes is teacher-centered. Second, the four skills are taught separately. Third, language is taught without a real communicative purpose. How, then, can we Japanese teacher begin to implement the dual principles of the integration of four skills and of real communication of meaning in our lessons?

One way is to use a "task-based" approach to language instruction. In this paper, I will explain the "why" and "how" of Task-Based Language Instruction. In Section I , the status quo in Japanese EFL classes is described. In Section II ,the rationale for using some sort of integrated communicative approach to teaching English is discussed. Two key requirements for effective language teaching, namely communication of real meaning and the interactive use of all four skills, are identified. Section III presents one particular integrated communicative approach to teaching second language that will allow us to achieve our dual aim of natural integration of skills and meaningful language use. This teaching approach is "task-based" instruction. Section IVoffers practical suggestions and sample teaching plans illustrating the "task-based" approach for use in Japanese high schools.

I . English education in Japanese senior high schools: The status quo and the future

What is English education like in Japan today? In brief, EFL instruction in Japanese senior high schools today tends to be teacher-centered, the four skills are often taught primarily separately, and language is not taught as a means of real communication but as an object to be analyzed. However, the new Course of Study (1999) by MEXT (Ministry of Education, Culture, Sports, Science and Technology), to be implemented in stages in secondary schools by 2003, will require a shift in these practices.

A. The status quo: Teacher-centered instruction

First, EFL teaching in English I , which students take during their first year of high school, and in English II , which is offered during the second and third years of high school, remains largely teacher-centered in Japan even today. 'To teach' is often regarded as 'to talk'. Students assume that learning is to sit passively and listen to teachers' talking. In teacher-centered instruction, even though teachers use English in the classroom, the instruction is one-way, just from teachers to students. No development in real, interactive, or two-way communicative competence in English is expected. Teachers dominate the lesson, while students produce almost nothing during the lesson. In other words, students are not given chances to create or express their own opinions through the content they are learning. They are mere passive learners like puppets. It is a one-way teaching style. Yoshida (2001) compares the Japanese EFL settings to a 'Fish Bowl', where the fish simply waits to be fed and to have the water changed. In other words, the teacher provides everything for learning, and the students, who are passive learners, just learn what the teacher provides to them (pp. 2-5). Yoshida (1999) affirms that this kind of "traditional approach to the teaching of English…is the most widely adhered to approach in Japanese high schools at the present time" (p. 6). Yoshida continues, noting that in the teacher-centered approach in Japanese senior high schools, "the teacher is the one in control—not only of the materials for learning, but also for how the materials are to be learned" (p. 6).

B. The status quo: Teaching of the four skills separately without a real communicative purpose

A second major characteristic of English teaching in Japan's high schools today is that the four skills are taught separately. Moreover, language is taught as an 'entity' quite divorced from communication and practical use.

In the real world, people do not learn or use language in this way, and such an analytic

approach to instruction has been generally rejected by the experts, as will be explained more fully in section II. For example, Wagner (1985) notes the treatment of the skills such as reading and writing separately discourages efforts to teach language in a holistic and natural way (p. 1). The teaching of language as an object of analysis and not a means of communication is counter-productive (Tang, 1997, p. 69). Nevertheless, many English teachers in Japan believe that the way to teach English is through strategies such as repetition, reading out loud, explanations in grammar, translation exercises, answering display questions and pattern practices. In other words, these strategies are introduced for learning of the forms and rules of the language, not for developing communicative competence. Moreover, when Japanese teachers focus on the forms and rules of the language, they usually teach each of the four skills separately. A typical activity in listening practice is pointed out by Yoshida (1999) that teachers focus on superficial comprehension of the tape by asking simple factual questions for which there is one correct answer rather than on the listener's own interpretation of the tape's content (p. 6). That is, instruction does not focus on realistic use of language: the skills are taught separately, and there is little use of language to communicate real meaning.

C. Reasons for the status quo

There are probably two reasons why Japanese EFL instruction in senior high schools is teacher-centered with a non-communicative approach. The first is that the main purpose for teaching English still seems to be preparing students for college entrance examinations. Many Japanese English teachers in high schools believe that the current method of instruction of English is well suited for this purpose. Of course, there are some students who want to develop the practical ability to use English as a tool of communication. Nevertheless, most Japanese English teachers tend to focus on the traditional goal of preparing for the college entrance examinations.

The other reason for the status quo is that the teachers often do not utilize alternate methodologies. Thus, Japanese high school English teachers follow their textbooks very closely, focusing on teaching vocabulary and phrases, grammatical structures, and checking the content by translating each sentence into Japanese, all as separate analytical exercises with no real communication purpose. For many teachers, the textbooks are like a bible for teaching English. As a result, those teachers generally do not integrate the different parts of a chapter, do not integrate the skills, do not add related material, and do not create their own materials.

D. The approach the new course of study requires

However, the future looks brighter, due in part to changes being made in the new Course

of Study issued by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) in 1999, to be implemented in the secondary schools by 2003. What are the main shifts required in the new Course of Study? The previous Course of Study issued in 1989 and implemented in 1994 to 1996 gave as the main goals:

> To develop students' abilities to understand a foreign language and express themselves in it, to foster a positive attitude toward communicating in it, and to heighten interest in language and culture, deepening international understanding.

In contrast, the new Course of Study (1999) identifies as overall objectives:

> To enable students to deepen their understanding of language and culture, to foster a positive attitude toward communication, and to develop students' practical communicative competence so that they can understand information and ideas and express their own ideas.

The key difference is the additional goal 'to develop students' PRACTICAL COMMUNICATIVE competence'. Thus, the key shift is toward practical language actively used to communicate real meaning. This goal is made more difficult because of a problem which exists in Japan that is pointed out by Yoshida (2001), "There is no practical need to use foreign language for communication purposes in every day life" (p. 2). In this sense, we teachers have to create a temporary space in our classes, where students have to use English for real communication.

A second shift that follows from the first is that the new Course of Study (1999) no longer divides activities into the four language skills. Instead, the new Course of Study (1999) calls for communication activities that integrate the four domains. In the previous Course of Study (1989), the "four skills" were emphasized. In contrast, now the emphasis in language teaching will require the comprehensive use of the four skills in each language activity, because now the emphasis is on development of communicative ability. In other words, the new guidelines require teaching the use of the integrated four skills in real-life situations in which students can alternately be senders or receivers of information or thoughts.

As for the teaching style to implement this approach, the new Course of Study refers to the appropriate adaptation of pair-work and group-work in the lessons, while no mention was given to these learning techniques in the previous Course of Study. In short, the new Course of Study calls for the shifting of the teaching style from teacher-centered to learner-centered.

All of these goals can be addressed by the use of a particular communicative integrated-skills teaching approach called Task-Based Language Instruction (TBLI). This paper will give the "why", the "what", and the "how" of TBLI with the end purpose of giving Japanese English teachers some ready-to-use teaching materials that use a task-based approach. Section II will discuss the rationale for using communicative integrated-skills approaches in general based on how people learn and use language in real life. . SectionIII will discuss TBLI in particular. It will explain that TBLI is a particularly effective form of communicative integrated-skills approach. Section IV will present four sample teaching modules using a task-based approach for use specifically in Japan.

II. Theoretical Basis for Using Integrated Communicative Approaches in Second Language Teaching

The reason for using an integrated communicative approach to teaching language is that people naturally learn and use language that way in the real world.

A. The characteristics of first language use

The use of one's native language in the real world is characterized by at least two realities. First, the four skills are linked and interact with one another. Second, there are always real purposes, interaction with real audiences, and real meaning and content that are external to the language forms. These are clearly true for learners and users of their native language.

1. First language: Linked skills

Clearly, as has been pointed out by numerous linguists and researchers, the four skills—listening, speaking, reading, and writing—are normally linked and interact with one another as humans learn to use their first language and as they actually use that language day to day. For example, Scarcella and Oxford (1992) point out, "Every skill relates to other skills. Touching any skill in the system affects other skills because of their related nature" (p. 8). Scarcella and Oxford also state, "In actual language use—the way we really communicate—any single skill such as listening is rarely employed in isolation from other language skills like speaking or reading" (p. 85). Brown (2001) presents the same viewpoint, holding that "often one skill will reinforce another; we learn to speak, for example, in part by modeling what we hear, and we learn to write by examining what we can read." He explains further that in ordinary language use "production and reception are quite simply two sides of the same coin: one cannot split the coin in two" (p. 234).

The linkage of skills is particularly striking as children naturally learn and use their native language. Smith (1997) notes the linkage of reading and writing in normal first language learning. "If there are books, if children are urged to write to each other about their [book] experiences…they will learn to read and write effectively and naturally by doing it" (p. 2). Along the same lines, Wagner (1985) describes other similar research findings,

> Classroom-based research—longitudinal, ethnographic, case study, and classic control-group comparisons of student performance under various instructional conditions—also supports integration of the language arts. Donald Graves's and Lucy Calkins's case studies of writing show the energizing effect of oral interaction surrounding literacy events. Graves (1983) has convincingly demonstrated that children who are writing instead of going through a basal reader are learning to read at least as well as the other children and at the same time are learning to write (p. 2).

Moreover, other studies, by King and Rentel (1980), and Clay (1982) indicate the links between oral language and reading and writing for first language learners (Wagner, 1985, p. 2). Smith (1997) concurs, explaining that, "The connections between oral and written language enable learners to learn language, learn about language, and learn through language" (p. 2). In fact, this recognition has now been incorporated in many language arts programs for native speakers.

> Each of the language arts is learned in terms of the others. Reading is learned through appropriate oral and written activities; writing is learned by attending to reading as a writer would – composing orally, reading drafts to peers, and engaging in related activities; and oral language is learned in the context of rich opportunities for receiving and producing written language (Wagner, 1985, p. 1).

Wagner (1985) explains how to integrate language learning in the language arts program. "If the goal is to experience a particular piece of literature, then the teacher should set up different ways of understanding that work through listening, speaking, reading, and writing." Wagner also observes the success of introduction of writing in reading class as a pre-reading activity, and vice versa (p. 3). Oral language throughout both reading and writing helps children maintain focus and interest as they master their native language.

2. First language: Used for real purpose and meaning

The other obvious characteristic of the use of one's native language (indeed of language in general) that has been pointed out by linguists and researchers is that language is always used for real purposes, for interaction with real audiences, for transmission of real meaning and content, all external to the language forms. Indeed, for the native speaker, the language forms remain largely unconscious. Oxford (2001) points out what is obvious but which some language teachers forget. English is primarily a "means of interaction and sharing among people" (p. 3). Moreover, Wagner points out that language develops "as language is used *for real purposes* without formal coaching, drill, intensive corrective feedback, or direct instruction" (p. 2, italics mine). It is normally learned through meaningful use. Grabe and Stoller (1997) concur, noting that "natural language acquisition occurs in context; natural language is never learned divorced from meaning" (p. 7).

B. The application of these first language characteristics in second or foreign language learning

Many experts have argued that the characteristics of learning and using one's first language also apply for second language learning. That is, it is argued that second language

learning will be most effective if it parallels first language acquisition and use in at least the same two ways. 1) In second language teaching, the four skills should be taught in an interconnected way, and 2) second language teaching should be structured so that there are always real purposes, interactions, and meaning/content involved in language use.

1. Second language teaching: Link the skills

Relative to the first premise, many scholars argue that teaching all four skills together leads to the most effective learning of foreign or second language. For example, Yoshida (1999) holds that

> foreign languages should be taught using all four skills area; that listening cannot be separated from speaking, nor reading from writing. What students hear and say in a 'here-and-now' context, must also be written and read for the purpose of communication. Communication in our modern world is conducted not simply by means of sounds. It is conducted also, and very often even more so, through the medium of writing (p. 4).

Grabe and Stoller (1997) report on a study by Elley (1991) which found strong evidence in second language learning that the engagement of students in extensive reading over a variety of topics increased their language ability in all four skills (p. 9). Zamel (1992) asserts that "in order to give students experiences with reading that demonstrate the ways in which readers engage, contribute to, and make connections with texts, writing needs to be fully integrated with reading" (p. 463). Indeed, Zamel observes that reading and writing are so inherently linked that it is impossible to artificially "sequence" one before the other (p. 480). All in all, then, using the target language throughout the lesson consistently can provide the all important integration of the four skills in the lesson (Brinton, Snow, & Wesche, 1989, p. 2). As Wagner argues, in second language learning, "Reading, writing, speaking, and listening can be developed together" (p. 1).

2. Second language teaching: Focus on real purpose and meaning

Besides the insistence that all four skills be integrated in second learning, there is also general agreement that second language learning should also parallel first learning and use by focusing primarily on meaning, purpose, and context of language use, not on linguistic forms. Crandall (1994) summarizes Krashen's argument in this regard:

> A second language is most successfully acquired when the conditions are similar to those present in first language acquisition: that is, when the focus of instruction is on meaning rather than on form; ···; and when there is sufficient opportunity to engage in meaningful use of that language··· (p. 1).

Krashen argues that "comprehensible second language input" is the best way to learn a second

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languages (Grabe & Stoller, 1997, p. 6). Shehadeh (2001) discusses the necessity of exposure to "comprehensible input" in order to produce "comprehensible output", a term coined by Swain (p. 433). Brown (2001) emphasizes that second language teaching should focus on "what learners can *do* with language, and only secondarily to the forms of language" (p. 234, italics mine). Smith (1997) argues for a focus on meaning and content in language learning, "through themes, activities, and materials that support thematic, collaborative learning" (p. 3).

Ⅲ. Task-Based Language Instruction: A Way to Achieve Our Goals

Various integrated communicative approaches have been proposed that seek to achieve the dual requirements for effective second language teaching. This section will first explain in general terms how one particular such approach called Task-Based Language Instruction is particularly effective in doing so, and second will give detailed information about what TBLI is.

A. TBLI and how it fulfills the two requirements

Task-based learning instruction (TBLI) is one particular integrated communicative approach to teaching second language that can enable us to achieve the dual requirements of (1) natural integration of skills and (2) meaningful language use.

1. What TBLI is

A task-based approach is one that uses meaningful "tasks" to organize the learning of second language. Richards and Rodgers (2001) describe TBLI as "an approach based on the use of tasks as the core unit of planning and instruction in language teaching" (p. 223). Oxford (2001) states that the students' participation in communicative tasks in English is the basis of TBLI (p. 3). "In other words, students are given a task to perform" (Harmer, 1999, p. 41). Then they have to figure out how to complete the task using whatever language they know. Harmer calls it "a kind of 'deep-end' strategy" (p. 87) whereby the learner is "thrown into" a task as a means of making him learn "to swim", that is, to learn language.

Nunan (1999) aptly describes how tasks can be effective for organizing the learning of second language.

> A task is an activity or action which is carried out as the result of processing or understanding language (i.e., as a response). For example, drawing a map while listening to a tape, listening to an instruction and performing a command, may be referred to as tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of variety of different kinds of tasks in language teaching is said to make language teaching more communicative (p. 25).

Finally, Brown (2001) characterizes TBLI as follows:

> Task-based curricula differ from content-based, theme-based, and experiential instruction in that the course objectives are somewhat more language-based. While there is an ultimate focus on communication and purpose and meaning, the goals are linguistic in nature. They are not linguistic in the traditional sense of just focusing on grammar or phonology; but by maintaining the centrality of functions like greeting people, expressing opinions, requesting information, etc., the course goals center on learners' **pragmatic** language competence (p. 244).

2. How TBLI fulfills the two requirements for effective second language teaching

TBLI (1) allows all four skills to be interconnected and (2) provides real purposes in all language learning.

Relative to the first requirement—that in second/foreign language teaching the skills should be taught in an interconnected way— J. Willis (1996) indicates that TBLI "offers a rich but comprehensible exposure to language in use, through listening and reading, and provides opportunities for both spontaneous and planned speaking and writing" (p. 1). Indeed, J. Willis (2000) points out specifically:

> Task instructions can be adapted to provide opportunities for practice of the different skills your learners need: e.g., beginning with spontaneous exploratory interaction or writing individual notes or reading a text prior to doing the task, and then planning an oral (or written) public presentation of the task outcome (p. 4).

In short, in TBLI the "tasks virtually always imply several skill areas, not just one, and so by pointing toward tasks, we disengage ourselves from thinking only in terms of the separate four skills. Instead, principles of listening, speaking, reading, and writing become appropriately subsumed under the rubric of what it is our learners are going to do with this language" (Brown, 2001, p. 244).

As for the second requirement needed for effective second language teaching—that second/foreign language should be structured so that there are always real purposes, interactions, and meaning/content—TBLI very naturally accomplishes this goal by means of the tasks themselves. Many experts stress that the tasks must have real communication as a goal. J. Willis (1996) emphasizes that "tasks are always activities where the target language is used by the learner *for a communicative purpose*" (p. 23, italics mine). Oxford (2001) points out that TBLI emphasizes, "doing tasks that require communicative language use" (p. 2). She stresses that communicative tasks are the essence of task-based instruction (p. 3).

Indeed, TBLI is a very effective way of arranging your lesson to address your students' language outside the classroom. Brown (2001) points out, "We have in task-based teaching a well-integrated approach to language teaching that asks you to organize your classroom around those practical tasks that language users engage in 'out there' in the real world" (p. 244). Specifically, Nunan (1999, cited in Long, 1985, p. 89), found that "by task is meant the hundred and one things people do in everyday life, at work, at play, and in-between" (p. 24). Indeed, Nunan believes that language instruction should often be the rehearsal of doing something such as making reservations, writing letters, finding street destinations in a directory, and so on,

using language for communication in real language use. However, Nunan (1999) also admits that "learners will also do many things in class that are not rehearsals for performance outside of the classroom. ···[for example,] doing a jigsaw reading task, solving a problem in a small groups" (p. 25). Nevertheless, even those tasks all have a purpose of some sort, like solving a puzzle. McDonough and Mackey (2000) note that "one of the most prominent rationales for task-based activities in the L2 classroom evolved from Long's 'interaction hypothesis" (p. 83).

> According to this hypothesis, "learners' attention may become oriented to linguistic form when breakdowns in the communication of meaning occur. When learners fail to understand their interlocutor, they often negotiate meaning to achieve mutual comprehension. The effort to achieve mutual comprehension can involve the use of variety of strategies, such as asking an interlocutor to confirm message content, or requesting that an interlocutor explain something further" (p. 83).

In short, a task-based approach satisfies the two previously identified requirements for effective second language teaching: 1) the four skills are taught in an interconnected way, and 2) teaching is structured so that there are always real purposes, interactions, and meaning/content involved in language use.

B. Implementating a Task-based approach

Now let us turn to the question of how to implement a task-based approach in our classroom. Clearly, the keys to implementing a task-based approach are the tasks and how they are presented to students in a classroom.

1. What is a "task"?

A task is a posed problem or an activity that has a goal or outcome that is not linguistic but which is reached through a variety of linguistic skills. J. Willis (1996), for one, writes, "all tasks should have an outcome" (p. 24) and defines a task as "a goal-oriented communicative activity with a specific outcome, where the emphasis is on exchanging meanings not producing specific language forms" (p. 36). Brown (2001) describes a task as follows:

> A task is really a special technique. In some cases, task and technique may be synonymous (a problem-solving task/technique; a role-play task/technique, for example). But in other cases, a task may be comprised of several techniques (for example, a problem-solving task that includes, let's say, grammatical explanation, teacher-initiated questions, and a specific turn-taking procedure). Tasks are usually "bigger" in their ultimate ends than techniques" (p. 50).

Skehan (1998) explains that in a task "there is some sort of relationship to comparable real-world activities" (chapter5, p. 3). Skehan and Foster (1999) define tasks as follows: Tasks are "activities that (a) bear a recognizable relationship to the use of language in the real world, (b) emphasize the meaning of language rather than its form, (c) are problem oriented and

carried out under time pressure, (d) are evaluated in terms of outcome, not in terms of language display" (p. 94). McDonough and Mackey (2000) observe that "although definitions of 'task' have ranged from any conceivable human activity to a classroom-based activity, at the core of each definition is an emphasis on the communication of meaning" (p. 82). McDonough and Mackey also observe "while there are many different types of tasks, they typically share features such as requiring learners to work in pairs or small groups, to share information, and to orient toward a goal" (p.82). Nunan (1999) defines a task as "a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language" while their attention is principally focused on meaning rather than form (p. 25).

J. Willis (1996) emphasizes the critical difference between task and practice, "An example of an activity that lacks an outcome would be to show students a picture and say 'Write four sentences describing the picture. Say them to your partner. Here, there is no communicative purpose, only the practice of language form" (p. 24). In contrast, the following would be a task: "If the picture is shown briefly to the students then concealed, the task could be: From memory, write four true things and two false things about the picture. Read them out to see if other pairs remember which are true" (p. 24). Along the same lines, Nunan (2001) writes, "The essential difference between a task and an exercise is that a task has a nonlinguistic outcome. In other words, exercises will have purely language related outcomes, while tasks will have non-language related outcomes" (p. 5). Thus, teachers need to examine the techniques they use to ensure that the problem or activities posed are meaningful tasks and not just exercises. Brown (2001) gives the following as criteria for examining the tasks used:

> - Do they ultimately point learners beyond the forms of language alone to real-world contexts?
> - Do they specifically contribute to communicative goals?
> - Are their elements carefully designed and not simply haphazardly or idiosyncratically thrown together?
> - Are their objectives well specified so that you can at some later point accurately determine the success of one technique over another?
> - Do they engage learners in some form of genuine problem-solving activity? (p. 50)

2. Variety of tasks

Three experts of worldwide reputation, D. Nunan, D. Brown, and J. Willis have developed slightly different analyses of the kinds of tasks that are possible and how they are used in TBLI.

a. D. Nunan's analysis of tasks in TBLI

Nunan (2001) writes, "I distinguish between real-world or target tasks and pedagogical tasks" (p. 3).

> - Real-world or target task: A communicative act that we achieve through language in the world outside the classroom.
> - Pedagogical tasks: A piece of classroom work which involves learners in comprehending, manipulating, or producing in the language while their attention is principally focused on meaning rather than forms (pp. 3-4).

Furthermore, "pedagogical tasks have a non-linguistic outcome, and can be divided into rehearsal tasks or activation tasks."

> - Rehearsal task: A piece of classroom work in which learners rehearse, in class, a communicative act they will carry out outside of the class.
> - Activation task: A piece of classroom work involving communicative interaction, but NOT one in which learners will be rehearsing for some out-of-class communication. Rather they are designed to activate the acquisition process (p. 4).

In addition, he defines other concepts that support the tasks:

> - Enabling skills: Mastery of language systems grammar, pronunciation, vocabulary etc. which ENABLE learners to take part in communicative tasks.
> - Language exercise: A piece of classroom work focusing learners on, and involving learners in manipulating some aspect of the linguistic system.
> - Communication activity: A piece of classroom work involving a focus on a particular linguistic feature but ALSO involving the genuine exchange of meaning (p. 4).

Nunan describes that the steps which he follows in designing task-based language plans.

> 1) Select and sequence real-world / target tasks
> 2) Create pedagogical tasks (rehearsal / activation)
> 3) Identify enabling skills: create communicative activities and sequence and integrate pedagogical tasks, communicative activities and language exercises (p. 5).

b. D. Brown's analysis of tasks in TBLI

Brown (2001) makes much the same distinction as Nunan: "task-based teaching makes an important distinction between target tasks, which students must accomplish beyond the classroom, and pedagogical tasks, which form the nucleus of the classroom activity" (p. 242). The following is an example of a pedagogical task designed to teach students to give personal information in a job interview.

> 1. Exercises in comprehension of *wh-* questions with *do* insertion ("When do you work at Macy's?").
> 2. Drills in the use of frequency adverbs ("I usually work until five o'clock.")
> 3. Listening to extracts of job interviews.
> 4. Analyzing the grammar and discourse of the interviews.
> 5. Modeling an interview: teacher and one student.
> 6. Role-playing a simulated interview: students in pairs (p. 243).

Brown explains further, "In task-based instruction, the priority is not the bits and pieces of language, but rather the functional purposes for which language must be used" (p. 243). In other words, TBLI concentrates on a whole set of real-world tasks themselves so that input for tasks can come from a variety of authentic sources such as "speeches, conversations, narratives, public announcements, cartoon strips, interviews, oral descriptions, media extracts, game and puzzles, photos, letters, poems, directions, invitations, textbooks, diaries, songs, telephone

directories, menus, and labels" (pp. 243-244).

c. J. Willis's analysis of tasks in TBLI

J. Willis focuses more on practical design suggestions for tasks. She (1996) divides tasks into six types, which can be adjusted for use with almost any topic. The task types are 1) listing 2) ordering and sorting 3) comparing 4) problem solving 5) sharing personal experiences, and 6) creative tasks. All types of task can integrate the skills, so as to include not only speaking but also reading, and the skills usually lead into a writing stage (pp. 26-28). She gives a practical design paradigm for teachers trying to create suitable tasks. When each task is designed, these steps should be considered. They are outcome, processes, starting point, and follow-up activity (pp. 23-30). That is, each task design gives the outcome, broadly analyses the processes involved, then suggests some specific starting points and examples to adapt and build on.

> - Simple tasks may consist of one type only, such as listing; more complex tasks may incorporate two or more types, such as listing then comparing lists or listing then ranking. Problem solving may include listing, comparing and ranking.
> - After the starting points and examples, this classification also suggests follow-up tasks. All tasks involve speaking and listening. Many also entail reading and note-taking. All tasks can lead into a more formal oral or written presentation (p. 149).

In a practical help to teachers, she offers some examples of the six types of task.

> 1) Listing
> Students can: hear/read other pairs' lists and consolidate their own to see how many items they get together; vote on the most comprehensive list.
> 2) Ordering and sorting
> Students can: publicly justify their priorities to persuade each other
> 3) Comparing
> Students can: see how many have done the task the same way, or have things in common with the presenter; find out how many agree/disagree with the content of the report and why.
> 4) Problem solving
> Students can: compare (and list) strategies for solving the problem; justify/evaluate solutions; vote on the best/cheapest solution; recommend one solution.
> 5) Sharing personal experiences
> Students can: note points of interest and compare them later; write questions to ask speakers; set quiz questions as a memory challenge; keep a record of main points or themes mentioned for a review or classification later; select one experience to summarize or react to in writing.
> 6) Creative tasks
> Students can: say what they most enjoyed in the other groups' work; write a review of another group's product for them to read (p. 57).

d. Closed and open tasks

Moreover, all tasks can be "closed" or "open". From this perspective, "a closed task is one in which there is a single correct answer or a restricted number of correct answers" (Nunan, 1999, p. 53). "Closed tasks are ones that are highly structured and have very specific goals. There is only one possible outcome, and one way of achieving it. Most comparing tasks are like

this" (J. Willis, 1996, p. 28). The other kind of task, an open task, as identified by Nunan (1999) is "one in which there is no single correct answer" (p. 53). J. Willis (1996) writes "open tasks are ones that are more loosely structured, with a less specific goal, for example, comparing memories of childhood journeys, or exchanging anecdotes on a theme" (p. 28).

Clearly, then, there are many kinds of tasks available for a teacher to draw upon creatively.

3. Stages in implementing TBLI

Task-based learning instruction is typically put into practice in three stages, usually called pre-task, task, and post-task stages. There is a good reason for having three stages. That is, "there is no way of knowing for sure what language items will be assimilated by a learner at a given stage of his or her language development. We are therefore obliged to recycle the typical patterns of the language so that learners will be exposed to them time and time again" (D. Willis, 1990, p. 79). Moreover, "It is helpful to think of communication in terms of what the reader/writer does as he/she approaches the task ("before"), what he/she does to make the communication coherent ("during"), and what he/she does to consolidate the communication ("after")" (Smith, 1997, p. 2).

Typical terminology used to name the three stages in task implementation varies slightly by writer. Skehan (1996) calls the three stages "pre-task, during task, and post-task" (p. 24); J. Willis (1996) calls them "pre-task, task cycle, and language focus" (p. 50), while Rooney (2000), basically using, J. Willis's schema, uses the term "post-task" instead of "language focus" (p. 2).

a. Pre-task stage

The pre-task "will usually be the shortest stage in the framework, between two and twenty minutes, depending on the learners' degree of familiarity with the topic and the type of task" (J. Willis, 1996, p. 42). During this stage, "the teacher explores the topic with the class and may highlight useful words and phrases, helping students to understand the task instructions" (Harmer, 1999, p. 87). That is, "the pre-task phase introduces the class to the topic and the task, activating topic-related words and phrases" (J. Willis, 1996, p. 40). More detail is supplied by Skehan (1996), who states, "Two broad alternatives are possible: an emphasis on general cognitive demands of the task, and / or an emphasis on linguistic factors" (p. 25). Rooney (2000) identifies the two main purposes of the pre-task stage: "1) to introduce and create interest in doing a task on the chosen topic, 2) to activate topic-related words, phrases and target sentences that will be useful in carrying out the task and in the real world" (p. 2).

b. Task cycle stage

In the task cycle, "The students perform the task in pairs or small groups while the teacher monitors from a distance. The students then plan how they will tell the rest of the class what they did and how it went, and they then report on the task either orally or in writing, and/or compare notes on what has happened" (Harmer, 1999, p. 87). J. Willis describes the task cycle in this way:

> The task cycle offers learners the chance to use whatever language they already know in order to carry out the task, and then to improve that language, under teacher guidance, while planning their reports of the task. Feedback from the teacher comes when they want it most, at the planning stage, and after the report. Exposure to language in use can be provided at different points, depending on the type of task. Either before or during the task cycle, students might listen to recordings of other people doing the task, or read a text connected with the task topic, and relate this to their own experience of doing the task (p. 40).

Rooney (2000) presents the same viewpoint as follows:

> The task cycle consists of the task(s) plus planning and report phases in which students present spoken or written reports of the work done in the task(s). During the task phase, students work in pairs or groups and use whatever linguistic resources they possess to achieve the goals of the task. Then, to avoid the risk of developing fluency at the expense of accuracy, they work with the teacher to improve their language while planning their reports of the task (p. 2).

c. Post-task stage

The post-task stage often has a linguistic focus. Harmer explains that "the students examine and discuss specific features of any listening or reading text which they have looked at for the task or the text, and/or the teacher may conduct some form of practice of specific language features which the task has provoked" (p. 87). Specifically, at the post task stage, "Language focus allows a closer study of some of the specific features naturally occurring in the language used during the task cycle" (J. Willis, 1996, p. 40). J. Willis continues, noting "by this point, the learners will have already worked with the language and processed it for meaning, so they are ready to focus on the specific language forms that carry that meaning. And this final stage, which includes analysis and practice components, fulfills ···[a]··· desirable extra condition for learning—explicit study of language form" (p. 40). Rooney, too, characterizes the post-task as having a linguistic focus. "The language focus provides an opportunity for form-focused work. In this phase, some of the specific features of the language, which occurred naturally during the task, are identified and analyzed. Among the possible starting points for analysis activities are functions, syntax, words or parts of words, categories of meaning or use, and phonological features" (p. 3).

IV. Ways to implement TBLI in Japan

This section will offer four sample lesson plans that utilize a task-based approach for use in Japan. The textbooks, English I and English II, used in Japanese high schools contain materials drawn from a range of subject matter areas, and thus address a range of themes. Examples include famous historical figures, ecological or environmental issues, and cultural questions such as cultural differences or values, and literature. Therefore, certain frequently appearing themes from these texts will be utilized in designing the sample lesson plans here.

Most important, the tasks to be given will all have a purpose, or pose a problem that is meaningful. Moreover, all four skills, listening, speaking, reading, and writing will be needed to complete the sample tasks.

A. Practical general suggestions for designing and implementing task-based teaching

Before giving the four specific lesson plans, I will present a few general practical suggestions for each of the stages that can be useful for Japanese English teachers in designing and implementing task-based teaching plans.

1. Practical suggestions for the pre-task stage in general

In the pre-task stage, teachers introduce the topic and the task to the class so that students can activate their schemata or background knowledge related to the topic. Certain strategies and techniques are particularly useful for activating schemata. Using these strategies and techniques during the pre-task stage can facilitate doing the task in the task cycle. Strategies the teacher can use include;

- Idea mapping or predicting
- Holding group discussion, or eliciting responses from the whole class, to identify what kind of things related to the topic the other members know
- Giving a short reading passage related to the topic, and having students read it using appropriate strategies. (i.e., skimming, scanning)
- Using visual or audio materials such as pictures, video, or tapes
- Introducing new words or phrases, or on occasion new grammatical structures for scaffolding to read the textbooks. (But not the grammatical structure which may be practiced in the post-task).
- Playing a game. (See Appendix1 for one example)

The most important thing is that the materials given in these strategies and techniques should be related to the topic that is coming in the task. By means of such strategies and techniques, both meaningful content and the integration of skills are ensured.

2. Practical suggestions for the task-cycle stage in general

In the task cycle, students should focus on meaning rather than form. The main idea is that the activity will be learner-centered. Thus, teachers make sure the students understand well what they will do in the task. Teachers should give students clear directions as to what the task is. Otherwise, students cannot complete the task successfully. Giving handouts for the task

may be helpful. Time pressure should be utilized. During the task, teachers monitor the task to help student activity. Finally, teachers' feedback is also important after students' reports or debriefing. The following is a summary of suggestions for the teacher.

- Directions for the task should be clear
- Scaffolding such as handouts for the task may be useful
- Setting a time limit that is short rather than long is preferable so that you can expand it later
- Quietly monitoring the students can help activities during the task, and picking up on a few points of interest you heard can help with the reporting later.
- You will need to give brief feedback on content or form at the end of the task. In general, positive comments should be given.

Following are some suggestions as to what teachers should avoid doing while monitoring.

- Don't spend an undue amount of time with one group at the expense of others
- Don't correct students' errors unless asked to do so
- Don't assume a dominating or disruptive role while monitoring groups (Brown, 2001, p. 189).

3. Practical suggestions for the post-task stage in general

In the post-task, teachers focus on language forms. You can divide the post-task into two phases, namely, analysis of the grammatical elements used in the task cycle and practice using the outcome of that analysis. In short, teachers have students analyze grammatical and functional points or vocabulary that have been presented in the task cycle. Then, students practice the result of the language analysis so that they can reinforce their grammatical knowledge or vocabulary in a natural way. In other words, the post-task stage allows students to refamiliarize themselves with the language for practicing. J. Willis (1996) suggests that in case you cannot find a particular language feature in the task cycle stage, you can use the element from previously learned grammatical and functional points. In fact, you can use invented samples as "a last resort". However, you should avoid using the new grammatical and functional points "out of context", because they are "often less meaningful" (p. 102). The following is a summary of suggestions for the teacher.

- If you are teaching beginners or students in schools where the level of achievement is below average— in other words, in cases where most of the students are not good at English, you need to adapt your approach somewhat. In this situation, you may introduce "teaching classroom language" such as "How do you say/write X in English? Sorry, I don't understand. Can you say X again?, etc." or "teaching social language" such as "asking why someone has arrived late, or what someone is carrying in an interesting-looking parcel" (J. Willis, 1996, pp. 124-125).
- Analysis involves "consciousness-raising activities" or "language awareness activities" in which "students analyze texts, transcripts and sets of examples take from familiar data." In this phase, teachers set up the analysis activities (making sure the focus and purpose of each activity is clear), monitor the activities (going around to see how they are working on, and of course to give help if asked to do so), and review the activities (going through it as a class, e.g. asking different pairs and writing examples on the board). (J. Willis, 1996, pp. 100-105).
- "Practice of words, phrases, patterns and sentences is important [at the post-task

stage]." "Normally [practice is] done at end of each analysis activity" (J. Willis, 1996, p. 100).

B. Samples of TBLI teaching plans for use in Japan

In this section, four "*Sample Teaching Plans*" are presented that use a task-based approach. All four samples pose realistic, thought-provoking, and meaningful tasks. All four samples integrate the four skills, although the goal of the task itself is in one case an oral presentation, in the second case a written presentation, in the third a listening task, and in the fourth a reading task. In each sample, first the "Task" will be posed and then the teaching procedure given, divided into the three stages, pre-task, task cycle, and post-task. Handouts and texts are included in the appendices.

1. Sample Teaching Plan 1, with task focusing on speaking

One of the most effective ways of enhancing students' speaking competence is by doing a task that requires discussion. A task that requires pair or group discussion gives students exposure to speaking in the target language, interconnecting with speaking and listening. Brown (2001) points out, "Pair work and group work give rise to interaction" (p. 173).

Sample TBLI Teaching Plan-1

Task: Read the text (See Appendix 2-1). Then in your group, decide on three actions that you yourself can take now to protect the earth. Why did you choose these? Prepare an oral report for the class. The report should describe your discussion and why you agreed on the three actions you decided on.

The teaching procedure in three stages

(1) Pre-task

The following activities can be done by the whole class, in pairs, or in groups. It's up to you depending on the situation.

a. *Grouping:* Have Ss make groups of four and choose a discussion leader, reporter, timekeeper, and language-checker in each group.

b. *Expansion of words related to the topic:* Have Ss list the words or phrases they know about environmental problems (you can help Ss if asked to do so)

c. *Brainstorming:* Have Ss think what they think they are wasting most in their daily life.

(2) Task-cycle

a. Have Ss read the text (Appendix 2-1) and discuss the task orally and decide on the three actions.

Language checkers check the expressions used with the sheet. (Appendix2-2)

b. Reporters rehearse the report on the discussion and its results to their own groups. They should try to use notecards rather than a manuscript.

There are two reasons why this scaffolding (rehearsal) is required and effective.

1) Other members will help the reporter so that the reporter can correct the grammatical mistakes for accuracy.

2) The reporter can check that the content of the report in rehearsal covers the opinions that the other members of the group mentioned in the discussion.

c. Presentation orally: Have a few reporters present their conclusions.

The audience may be the whole class, another group, or another pair. The report may be presented to the class with OHP, craft paper, or computer software such as Power Point. Or it may be recorded on video to playback to the class/group.

Ss listen carefully to other groups and fill out the chart. (See appendix2-3)

d. Discussion: Ask the Ss whether they agree or disagree with the proposed actions.

(3) Post-task

a. *Analysis* (focus on language forms)

1) Pick out some grammatical structures used by the reporters in their presentations.

2) Write on the blackboard the expressions Ss used in the reports.

(Here comparison structures such as comparatives and superlatives and expressions used for negotiation will be focused on.)

E.g. Comparison: "It's the easiest action of all that we can do immediately", "Picking up the trash cast off on roads is harder than sorting material when we throw it away in a trash can", "It is less possible to put into action", and "To take an action we can do in our daily life is the most important way to begin to help the environment."

Negotiation: "Every member in my group agreed with taking this action", "According to the reading," , "A agreed with B's suggestion, but C disagreed with B's opinion. That's why we didn't choose the action for our top three choices", and "At first we were not sure we agreed with A's opinion, but A mentioned the importance of the action very clearly, and then we agreed with his opinion."

b. *Practice*

1) Elicit some sentences with comparisons and expressions for negotiation from each group and write them on the blackboard. (Appendix2-4) You can also elicit the rules of comparatives and superlatives from the Ss.

2) Have Ss make groups of four again and practice in each group to give their opinion with the expressions given above on some new topics such

as sports, music, seasons, food, and movies.
(e.g., In your opinion, what is the best season? Which athletes are strongest? What sport is the most exciting? Why do you think so?)
This practice will improve Ss' understanding and acquisition of the expressions. The sentences the students create will be appropriate as a review.

2. Sample Teaching Plan 2, with task focusing on writing

One of the most effective ways to enhance students' writing competence is by doing a task that requires writing a story. To have a pair or group work to do so as a task gives students exposure to writing in the target language, interconnected with other skills. A recursive procedure is one of the best ways to be successful in a writing task. Nunan (1999) points out the necessity of both process and product in writing (p. 274). The following is a typical sequence of activities.

a) Discussion (class, small group, pair)
b) Brainstorming/making notes/asking questions
c) Fastwriting/selecting ideas/establishing a viewpoint
d) Rough drafting
e) Preliminary self-evaluation
f) Arranging information/structuring the text
g) First draft
h) Group/peer evaluation and responding
i) Conference
j) Second draft
k) Self-evaluation/editing/proofreading
l) Finish draft
m) Final responding to draft

Notice that these activities occur as natural parts of the pre-task and task cycle stages in the following Task-Based Sample.

Sample TBLI Teaching Plan-2

Task: Write a personal experience story about a time when you felt uncomfortable. For example, write about a time you were teased or laughed at. What happened? Why did you feel so uncomfortable? Then write about how you can avoid creating uncomfortable feelings in others.

The teaching procedure in three stages

(1) Pre-task

a. Reading: Have Ss read an appropriate selection from the textbook. (Stories on human rights or dignity, such as selections about Martin Luther King Jr., Jackie Robinson, Nelson Mandela, or Anne Frank, appear in many places in the Japanese

senior high school textbooks).

b. Grouping: Have Ss make groups of four and choose a discussion leader, secretary, and timekeeper in each group.

c. Expansion of words related to the topic: Have Ss list adjectives which express their feelings in uncomfortable situations. (You can help Ss if asked to do so) The teacher can elicit these and write them on the blackboard. (e.g., sad, hurt, embarrassed, humiliated, angry, defiant, afraid, and aggressive)

d. Brainstorming: Have Ss think how they feel when they are in an uncomfortable situation such as being segregated, bullied, teased, laughed at, or excluded from the group.

e. Discussion in group: Have Ss discuss what kind of experiences they have had like this.

(2) Task-cycle (It may take a few class periods to complete the task)

Ss write the draft three times and hand in the second and the final draft to the teacher.

a. Writing the first draft: Have Ss write the first draft of the task.
b. Peer evaluation 1 (oral report): Have Ss read their stories aloud alternatively in each group and do peer evaluations of their oral rehearsal (Appendix3-1)
c. Peer evaluation 2 (reading peer's work): Have Ss exchange their work with members in their groups (pair-work in each group) and read the peer's work and do peer evaluation. (Appendix3-2)
d. Writing the second draft: Give Ss the rubric, so thus Ss will know what aspects of the second draft are to be evaluated. (Appendix3-3) Have Ss write the second draft, taking the comments/suggestions made by their members or partners in the two peer evaluation sheets into account. Have Ss hand in the draft to the teacher.
e. Evaluation of the second draft: Give Ss the teacher's evaluation that is assessed holistically according to the rubric. (This is the first time the teacher does an evaluation of the draft. For the first draft, evaluation was only by peers.) Then give Ss the checklists for the final draft. (Appendix3-4 #1-#2) Have Ss hand in the final draft to the teacher.
f. Reporting beyond the group. Various techniques can be used for reporting beyond the group. The stories can be:
   - Passed round or displayed for others to read
   - Shown on OHP transparency/Power Point
   - Made into a class newspaper for another class
   - Put on the internet

The audience is the whole class or other classmates or groups

(3) Post-task

a. Analysis

1) Pick out some grammatical structures used in the group newspaper or Internet posting.
2) Write on the blackboard the expressions Ss used in the reports.

Sentences with the following tenses and auxiliaries may be selected if the focus is to be on verb tenses.

- Simple past / present / future tense (am/is/are, was/were, will be, do [does]/did)
- Past / present progressive (am/is/are doing, was/were doing)
- Present perfect (have done) / past perfect (had done)
- Auxiliaries (will, would / should / can, could / may, might / must / etc.)

E.g. "When I was teased about my hair, I was shocked and felt very sad."
"Other students laughed in my face when I was an elementary pupil."
"I have never been teased before, but I have teased someone. I should not have done like that." "I will try to think how a person will feel before I speak ill of the person." "I became able to think of the person's feeling when she was teased." "I am thinking about the times I have said something bad to others." etc.

b. Practice

1) Elicit from the Ss three sentences with tenses or auxiliaries which Ss have not mastered yet or that the Ss are interested in.
E.g., Past perfect: By the time I was 10, I had been laughed at many times.
Auxiliary and perfect tense: I should not have said that...
Past tense: I was shocked and sad...
2) Have Ss each make four true sentences with the three grammatical structures. (It does not mean Ss have to use the three grammatical structures at the same time in a sentence.)
E.g., 1) I lost the watch that my uncle had given me for my birthday present. 2) I should not have left it such a place. 3) I was surprised to hear the news. 4) Today's English grammar test was terrible. I should have studied last night.

This practice will improve Ss' understanding and acquisition of the expressions.

3. Sample Teaching Plan 3 , with task Focusing on Reading

It is important to know that there are many different ways of reading. One of the most effective ways of enhancing students' reading competence is by doing a task that requires silent reading. Brown mentions, "Silent reading may be subcategorized into intensive and extensive reading" (p. 312). As their names imply, the two demand different reading strategies. Intensive

reading involves strategies like reflective reading or analyzing vocabulary. Extensive reading involves strategies like skimming, scanning, or receptive reading (Brown, 2001, pp 307-312; Nunan, 1999, p. 251). The following is an explanation of each strategy.

- Reflective reading: To read in detail.(e.g., reading a manual for a new computer or directions for taking medicine)
- Analyzing vocabulary: To analyze a word when students don't immediately recognize the meaning with several techniques. (e.g., looking for prefixes(co-, inter, un-, etc.) and suffixes(-ness, -able, -ally, etc.).
- Skimming: To read just to get the main idea of the text. (e.g., grasping the gist of an article in a magazine or newspaper)
- Scanning: To read to find specific information while ignoring the rest of the text. (e.g., just scanning for the phone number you want in a telephone book)
- Receptive reading: To read longer texts such as narratives, long articles, or essays rapidly and automatically. (e.g., trying to read the content, skipping over a word you don't know by inferring its meaning from its context, if the word is not important to overall understanding)

The following task-based teaching plan requires the students to use all five reading strategies.

Sample TBLI Teaching Plan-3

Task1 : Scan sections 1 and 2 of the passage about the vote by Congress to enter World War II in the textbook and answer the questions orally. (See Appendix 4-2) Then read the two sections again and complete the chart. After the task, check your answer in pairs. (See Appendix 4-3)
(If you also want to have Ss skim the passage, you can add: Make a title for each section. Time limitation is one minute for each section.)
Task2 : Read the other article by a young US Muslim (See Appendix 4-4) and discuss these three things in your group. 1) What is your reaction? How did you feel when you read Ahmed's story? 2) If you were Muslim and you were treated like some Muslims have been in the US recently, how would you feel? 3) Give some advice to those who insult Muslims or look at them skeptically and curiously. Make a list of five adjectives used in the discussion. (See Appendix 4-5)

The teaching procedure in three stages

(1) Pre-task

The following activities can be done by the whole class, in pairs, or in groups. It's up to you depending on the situation. The purpose of the activity is to stimulate students' interest and develop schema on the subject of the reading material.

a. ***Brainstorming:*** Give Ss the newspaper excerpts in Appendix 4-1 and have Ss scan the article looking for answers to the questions listed. (See Appendix4-1) Set a time limitation of 3 minutes.

b. ***Grouping:*** Have Ss check each answer in pairs.

c. *Brainstorming:* Have students guess what kind of person Jeannette Rankin is
*The teacher asks students what kind of person they think she is. Students answer the question orally. The answers may be as follows.

1) She is brave. It is because she was the only member who voted against war.
2) She is great. If I had been in her position, I could not have acted like her.
3) She is independent, stubborn, and strong. I wonder why she was against war when everyone else was for it.
4) She is wonderful. I would like to know her more.

(2) Task-cycle

During the task

Task1: Have Ss do task 1, reading the textbook passage in Appendix 4-2. Scanning and reflective reading strategies will be utilized to implement the task.

During the task, the teacher will monitor the three activities: Answering the set of questions (Appendix 4-2) and filling in the chart (Appendix 4-3) (and composing titles). Ss read the textbook with two strategies, scanning and reflective reading, in this task.

Task 2: Have Ss do task 2, reading the passage from a magazine by a young Muslim. The receptive reading strategy is required for reading the second article individually and silently. (Appendix 4-4) Through the discussion of the three questions, Ss will explore intercultural relations.

(3) Post-task

a. *Analysis* Focus on language forms

1) Pick out some adjectives used in the group discussion. (Appendix 4-5)
2) Write on the blackboard the expressions Ss used in the discussion.
(e.g.) 1) New words in the textbook: wounded, emotional, shocked, influential(influence), booed, and disgrace(ful)
2) These might be the words elicited from the discussions ; sick / ill, miserable, disappointed, upset, annoyed, worried, ashamed, frustrated, scared, confused, angry/mad, afraid, unhappy, furious, disgusted, sad, disgusted, unbelievable, ,sympathetic, and etc.

b. *Practice* Have students pick ten adjectives they want to learn and make sentences with the words.

4. Sample TBLI Teaching Plan 4, with Task Focusing on Listening

One effective way to enhance students' listening competence is by doing a task that requires selective listening, where learners select certain information, or interactive listening, where learners actively participate in discussions, debates, conversations, or role-plays in pair

or group work. Both selective listening and interactive listening are 'top-down techniques'. Brown (2001) points out, "Learners listening performance must be intricately integrated with speaking (and perhaps other) skills in authentic give and take of communicative interchange" (p. 258). The important thing to have students notice in listening is that they don't have to understand every word. We determine how to use listening skills depending on the purpose. In many cases, all we have to listen to is part of what people are talking about. Prediction (activating background information), which is also a 'top-down technique', is also useful.

TBLI Teaching Plan-4

Task : First listening. Listen to the tape and answer the first set of questions. (See Appendix 5) Second listening. Listen to the tape again and answer the second set of questions. Then check the answers in pairs.

The teaching procedure in three stages

(1) Pre-task

The following activities can be done by the whole class, in pairs, or in groups. It's up to you depending on the situation. The purpose of the activity is to stimulate students' interest and give them schema on the subject of the reading material.

a. Show Ss some pictures (Appendix 5) and have Ss figure out what the pictures have in common. (The answer is that they are all movies directed by Steven Spielberg.)
b. Have Ss discuss what kind of person Steven Spielberg probably is in pairs.
c. Show Ss one scene from the movie 'E.T.' with the sound turned off. Eliot is talking with E.T. in his room, which is full of things. (This scene is important in developing the Ss background knowledge about Spielberg, because he described the room of his childhood in the movie scene, which connects it to the content of the tape that will be in the task.)
d. Have Ss discuss what kind of impression they got of the kid's room and list five things they noticed about Eliot's room.
e. Ask them the answers

(2) Task-cycle

During the task

Have Ss do the two parts of the task. The tape is an interview with Steven Spielberg. The questions in the first set are top-down, while the questions in the second set are bottom-up.

(3) Post-task

a. Analysis Focus on language forms

1) Have Ss analyze the grammatical structures used in the tape. (All

sentences are past tense (one is the past progressive tense, the others are all the simple past tense).

b. *Practice* The review of past tense. (Of course, other expressions can be used.) With the scene of his room in the movie of E.T., create an imaginary scenario. (In the movie, ET doesn't know English [or of course other languages], so he learned a few words gradually. The setting of this practice is to decide, if ET could speak English, what would he say?) Your imaginary scenario may be conversation style or narrative style. Report your work orally, as the scene plays on mute. (The length of the scene may be one minute.) It will be done in groups. The report will be three days later.

A sample of a simulated conversation to accompany the ET's scene.

A: Hello. How are you? By the way, who are you? Where do you come from?
ET: I'm a space ranger from M78 galaxy.
A: Why did you come here?
ET: I came here to teach you a very important thing.
A: Very important thing?
ET: Yes. Your planet is getting dirtier and dirtier every year.
A: How do you know that?
ET: Every E.T. in space knows that fact. We can hear the earth crying.
A: I didn't know that. We should think about that fact. We really need to talk about it.
(This amount will be one minute for reporting.)

Ss will make very creative interesting stories for the presentation. In the presentation, Ss can practice writing, speaking, and listening skills.

Conclusion

The four skills should be integrated in second and foreign language learning. Moreover, language should be learned as purposeful and communicative. Based on the realities of real first language use and learning, it is obvious that these two principles are necessary for effective second language learning. In this paper, I have examined first how and why these two principles are valid. Second, I have showed in general terms how Task-Based Learning Instruction can be used to achieve these paired objectives of integration of skills and of meaningful language use in second language teaching. Finally, I have discussed how you can implement Task-Based Learning Instruction in your own lessons in Japan in order to develop students' *practical communicative competence* in English. In particular I have listed many practical suggestions and have included four complete sample teaching plans.

If we Japanese English teachers make teaching plans using Task-Based Learning Instruction, we will ensure the integration of the four skills and we will ensure purposeful and communicative use of English in class. Thus, we can satisfy the main points of the revisions in the new Course of Study that we must all implement by 2003. At the same time, using a learner-centered learning style will enhance students' motivation for learning English. One of the key benefits of Task-Based Learning Instruction is that it is learner-centered. Using a task-based approach will help us shift our teaching style from a teacher-centered style, which is mainstream in Japanese EFL class, to a learner-centered style, with many lively pair or group activities and with the students' playing more active roles in learning and using English. We don't have to change our teaching style drastically at the expense of other objectives. Instead, by using the "task," to organize our teaching, we can gradually change the style to foster students' practical communicative competence in English.

If your colleagues listen closely to your English lesson from the hall, the first thing they will hear is students' lively and merry voices; in contrast, all that your colleagues will hear from the other classrooms will be teachers' high-pitched tones. Yes, that's right: the difference will be because you implemented a new teaching style in your class. Your colleagues will be very curious about what kind of lessons you have. A task-based approach offers an almost ideal approach for you to implement in your classes, doesn't it?

Appendix 1

To teach the grammatical structures, the following approach is a sample game, pinning words on a clothesline in the correct order, which may give students interest for learning grammar structures.

Teachers explain to students some grammatical structures.

(e.g.) Here these three grammatical structures are given:

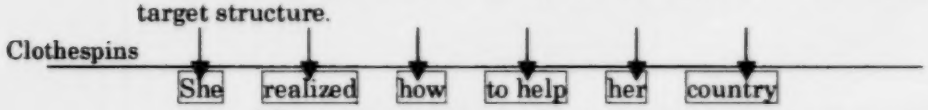
1) S V O (=interrogative+ to do)
2) S V O (=interrogative+ to do) O
3) S V (be-verb) C (=interrogative+ to do)

Instruction

(1) Clothespins and clothesline: Pin words on a clothesline in the correct order.

Cards: She her how to help realized country

[E.g. 1] By rows, Ss race to make the sentence. One card is distributed to every student. In each row, students can make one sentence. In the race the student who has the subject in the sentence has to come up in front and put the card on the clothesline with clothespins. Then the student who has the verb has to come up. Then, next is the interrogative. The same procedure will be continued one by one to complete the sentence for the target structure.



The different sentences in the target structures are prepared as much as the number of the row. (e.g.) I don't know what to write to you. (SVO) He told me what to read first. (SVOO). The problem was where to stay that night. (SVC)

(2) Complete the sentence in group work.

[E.g. 2] Have students make groups of four. The teacher puts the cards written words to complete the sentence in an envelope. And give the envelope to each group. Students make the sentence in group work. They help each other to complete the sentence with the cards.

* To give students participial constructions, I think acting out the situation in the sentence is effective to explain the structure. (e.g., "Watching the thing carefully" or "They crowded around her, crying out, "Change your vote!") It is visualized and easy for students to draw the image and recognize the meaning of the sentence with their right brains. At the same time, some volunteer students can perform the meaning of the sentence with gesture.

Appendix 2-1

Textbook: New Edition Unicorn English Course II .(2001). Bun-Eido

LESSON 4 CONSUMERISM

Section3

The plastic waste produced in Britain each year works out to 126 pounds for each person. Our dustbins are full of bottles, cans, and plastic bags. Plastics make up 20 per cent of British rubbish.

Disposing of all this plastic is an expensive problem. But that's not all. Making the plastic uses a great deal of energy and causes pollution, adding to the greenhouse effect.

Besides, some of this wrapping cannot reach the dustbins. It can become litter instead. Some people simply tear the wrapping off sweets and drop it on the sidewalk. They throw empty cans on the ground without a thought.

This kind of litter makes the city very dirty. In the country, it remains in the fields and on the roadsides unless people living near by pick it up. Bottles and cans cause cuts, and animals must have already been killed or injured.

Section 4

It seems that everyone wants to buy nice-looking things. But as we have seen, nice-looking, uniform-sized fruit may be dangerous to our health. Paper nappies for babies are advertised as whiter than white,' which means clean and healthy. But do we really need to be so bright and white? These nappies have been bleached with chemicals which are likely to change into dioxin. Dioxin is highly dangerous material. It is getting into the environment and becoming harmful.

We don't know what the safe level for dioxins is, but it is said that they should be treated with the same care as plutonium. 'Whiter than white,' therefore, does not always mean clean and healthy. Sometimes it means simply dangerous. Several companies have realized that some people don't want their babies' nappies to be bright and white. These companies have begun to bleach nappies in a safer way.

Section 5

There's more to say about our habit of buying things that look nice without thinking of the environmental cost. It allows the trade in fur and ivory to continue. It seems that some people don't mind if some kinds of animal become extinct because of their desire to look beautiful or rich.

It is said that the elephants in Africa are in danger of becoming extinct. If you think about it, you will probably give up buying or wearing ivory. Nobody wants the elephants to disappear from the face of the earth.

Now it is the time when we must think of our habit of buying things from a different point of view. In fact, we must learn to think before we buy. Manufacturers spend thousands of pounds on encouraging us to buy, throw away, and buy again. We must ask ourselves what our consumerism means to the environment.

Appendix 2-2

Score Sheet A (When the degrees are checked)

The degrees	Student A	Student B	Student C	Student D
The comparative				
The superlative				
Sum				

Score Sheet B (When expressions of negotiation are checked)

Expressions	Student A	Student B	Student C	Student D
Statements				
Agreements				
Disagreements				
Neutral				
Sum				

Appendix 2-3

Chart for Listening (In this case, the group numbers are maximum)

GROUP #	THREE ACTIONS	REASONS FOR THE CHOICE
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Appendix 2-4

Useful expressions for discussion

Expressing opinions

Agreements:
I agree.
You're right.
That's right/true.
That's a good point.
Sounds good.

Statements:
In my opinion, ···
It seems to me ···
I feel ···
Don't you think···?
According to···

Disagreements:
I'm afraid I disagree.
I'm not sure I agree.
Maybe/ Perhaps, but···
I don't agree.

Neutral
I don't care.
It doesn't matter to me.

Kehe, D. & Kehe, P.D., (2000) 'Conversation Strategies' (P.75, P.79)

Appendix 3-1

Peer Evaluation

Peer Evaluation sheet in oral rehearsal in groups

Reader's Name: _____

Author's name: _____

Peer Evaluation:

1. Do you understand his/her story?

   It was a _____story.
   Comments/Suggestions

2. What is the most interesting part in the story?

3. How can he/she improve his/her story?

Appendix 3-2

Peer Evaluation

Peer Evaluation sheet for use when exchanging their work in groups

Reader's Name: _____

Author's name: _____

1. This can be improved by:

_____

_____

_____

_____

_____

_____

_____

2. Editing

Look for these things when editing someone's paper. Comments or suggestions must be constructive. Criticism is not allowed when editing.

Overall Paper:

1) is organized well

Comments/Suggestions

2) has an attractive story

Comments/Suggestions

Appendix 3-3

Rubric for Writing Assessment

Level 5	★Conveys ideas clearly and effectively ★Expresses his/her own unique ideas creatively ★Uses varied, vivid, precise vocabulary and structures appropriate for audience and purpose ★Writes with few grammatical/mechanical errors
Level 4	★Conveys ideas clearly ★Expresses his/her own unique ideas ★Uses varied, vivid, vocabulary and structures appropriate for audience and purpose ★Writes with some grammatical/mechanical errors without affecting meaning
Level 3	★Expresses ideas coherently most of the time ★Attempts to present his/her own unique ideas most of the time ★Uses vocabulary and structures that are appropriate for purpose ★Writes with few grammatical/mechanical errors that seldom prevent communication
Level 2	★Attempts to express ideas coherently ★Shows a few attempts to present his/her unique or original ideas ★Uses high frequency basic vocabulary and structures ★Writes with grammatical/mechanical errors that sometimes prevent communication
Level 1	★Begins to convey meaning ★Shows almost no attempts to express his/her unique or original ideas ★Uses limited or repetitious vocabulary and structures ★Writes with few grammatical/mechanical errors that often prevent communication

Appendix 3-4 #1

Checklists for the Final Draft

Your name: [ ] Date: [ ]
Title you wrote : [ ]

Mark the structures you used in the story and check if you use the tenses correctly.
This is just the checklists what structures you used. It doesn't mean at all that you have to use all the structures below.

a) The simple tense

1) am/is/are 2) was/were 3) will be 4) do[does]/did

I used the tenses correctly. Yes / No

b) The progressive

1) am/is/are doing 2) was/were doing

I used the progressive correctly. Yes / No

c) The perfect

1) have/has done 2) others [ ]

I used the perfect correctly. Yes / No

d) Auxiliary verbs

1) Will, would 2) should 3) can, could 4) may, might

5) others [ ]

I used auxiliary verbs correctly Yes / No

Appendix 3-4 #2

Check these things again if you can use them correctly.

	Yes	No
Purpose and Organization		
1) I created my own original or unique story.	☐	☐
2) I organized my ideas in the story.	☐	☐
3) I enjoyed writing the story.	☐	☐
Word/Sentence Use		
4) I used some new vocabulary.	☐	☐
5) I tried using varied, vivid, precise vocabulary.	☐	☐
6) I used appropriate structures for purpose and audience.	☐	☐
7) I wrote complete sentences.	☐	☐
8) I used correct subject-verb agreement.	☐	☐
Mechanical/Editing		
9) I spelled words correctly.	☐	☐
10) I used punctuation correctly.	☐	☐
11) I asked my peers to read my paper.	☐	☐
12) I tried to make the most of the suggestions from peers.	☐	☐
13) I edited my task according to the error correction given.	☐	☐

Error Correction Code
S/V: subject/verb agreement
VT: tense
N/A: noun/adjective agreement
PL: placement (adjective/adverb/negation, etc.)
PN: pronoun
PREP: preposition
SP: spelling
WW: wrong word
∧: something missing
?: not clear

Teachers give examples of these errors & corrections to students so that they can understand.

Appendix 4-1

Scan the headlines and answer the questions. Time limitation: 3 minutes.

(1) What event was taken place?

(2) How many casualties were there?

(3) Who was the president in America at that time?

(4) How many U.S. Congress members voted "No" against the war?

(5) What was the name of the person?

WAR DECLARED

3000 Casualties In Jap Attack On Hawaii

3,000 Casualties ttack On Hawaii

Nearly 1,500 Feared Dead

White House Admits Sinking Of One 'Old Battleship' And Destroyer In Pearl Harbor

Congress Acts In 33 Minutes

Jeannette Rankin Only Member Of Either House To Vote 'No' After F. D. R.'s Dramatic Request

WASHINGTON, Dec. 8.—(U. P.)—Congress today proclaimed existence of a state of war between the United States and the Japanese empire thirty-

ST. LOUIS STAR-TIMES Monday Evening, December 8, 1941, P. 1

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Appendix 4-2

Textbook: New Edition Unicorn English Course I .(2001). Bun-Eido

LESSON 9 JEANNETTE RANKIN BRIGHT STAR ON A DARK NIGHT

Section 1

It was early on the morning of December 7, 1941. Japanese warplanes attacked the American bases at Pearl Harbor in Hawaii. More than 3,500 people were killed or wounded in the attack.

The time had come for the U.S. Congress members to vote for or against going to war. Everyone was waiting for Jeannette Rankin, a congresswoman from Montana, to vote. Slowly Rankin rose and said, "As a woman, I can't go to war, so I refuse to send anyone else." Out of 471 members of both Houses, Jeannette Rankin was the only member who voted against war.

Section 2

The attack on Pearl Harbor was a great shock to the American people. Before voting, Rankin had listened to many wild, emotional speeches by other congressmen. The only thing they had in mind was when to start the war against Japan. War fever was everywhere. But this did not influence Rankin.

This sixty-year-old woman believed that war was wrong. For more than twenty years she had worked hard for world peace. How could she vote for war now? The moment she voted "no," several congressmen in the hall booed and shouted insults at her. She was called a "weak woman" and a "disgrace to America."

When she stepped out of the room, she found the hallway full of angry people. They crowded around her, crying out, "Change your vote!" To get away from them, she ran into a telephone booth. From the booth she called the police for help. The police soon arrived, escorted her to her office, and stood guard at her door all day long.

Scanning task. The following is the example questions for each section in the textbook. Students will answer the questions orally.

a). The vote for war (Section 1 & 2 on pp 94-96)

① What did she say when she voted?

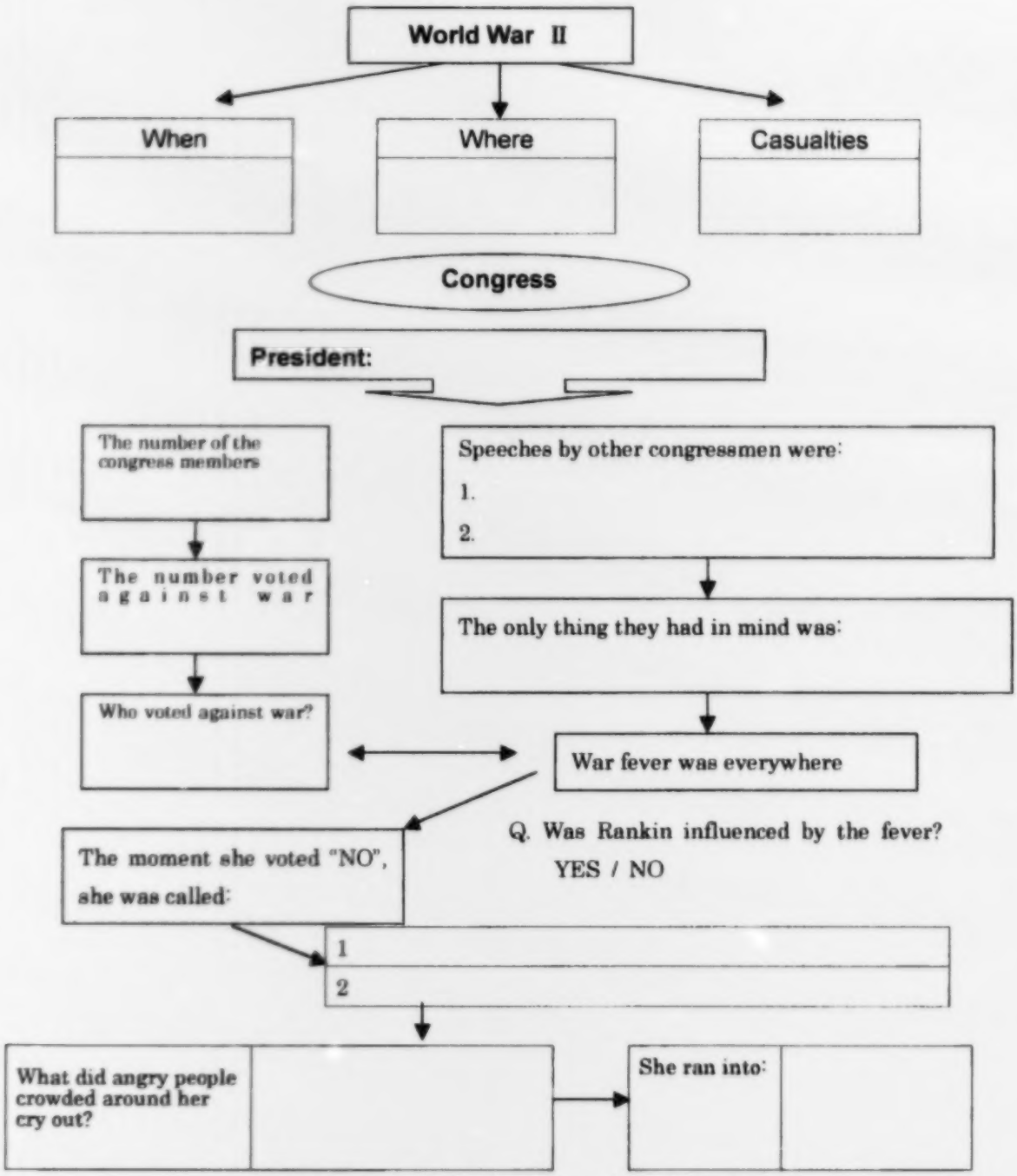
② Was Rankin influenced by other congressmen?

③ How old was she at that time?

④ How long had she worked hard for world peace?

Appendix 4-3

Complete the chart in pairs.



Appendix 4-4

Article

I'm Muslim. I know what some people are saying: 'We should turn the Middle East into a big parking lot,' 'All the Muslims should be piled up and killed,' 'Go home, Arabs.' Nobody started harassing Caucasians after Tim McVeigh was found guilty of the Oklahoma City bombing, so why do people hate Arabs and Muslims when we all condemn this horrific tragedy? I'm trying to keep my head up, but now I have to deal with these issues too: Is my family safe, is my mosque going to get burned or bombed, are Muslim girls at school going to get spit on, cursed at, hit, stabbed, shot or what? I have faith in Allah that those guilty will be brought to justice, that reason will prevail over ignorance, and that love will be stronger than hate. AHMED KAMSHOSHY, 20, FREMONY, CALIF.

(Magazine: Teen People, p. 102. Dec. 2001 / Jan.2002 issue)

Appendix 4-5

Make a list of five adjectives used in the discussion.

Adjectives

Useful expressions for mentioning your feelings.

I got (adjective) / You should be (adjective)

I felt (adjective) / Don't be (adjective)

Appendix 5

These pictures are retrieved from the World Wide Web:
http://www.moviegoods.com/search.asp?find%5Fspec=Spielberg&page=2&MGAID=14V21067

The tape transcript

Textbook: New Edition Unicorn English Course I .(2001). Bun-Eido

LESSON 6 AN INTERVIEW WITH STEVEN SPIELBERG

One scene of Eliot's room from ET

My dad was a computer engineer. My mom was a pianist. They both loved me and my sisters, but, except for that, they had nothing in common. Mom often had concerts in the living room, while, in another room, Dad was talking loudly with his fellow engineers. On such occasions, I had to close my bedroom door and put several towels under the gap at the bottom. My bedroom was always full of things. I never put anything away. I liked to play there with my pets, eight parakeets.

The questions may be as follows.

First listening. Top-down technique.

1) Do you think their parents were on good terms?
   a) Yes b) No
2) What is the main topic of the story?
   a) His school life b) His life at home c) His pets
3) How did he often spend his time at home?
   a) With his family b) With his sister c) Alone in his room

Second listening. Bottom-up technique.

1) What was his father's job?
   a) a teacher b) a computer engineer c) a pianist
2) What was his pet?
   a) a dog b) a cat c) parakeets

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